

PLC Share Out 2015

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Filled Wednesday, May 06, 2015

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BACKGROUND INFORMATION

In which school is this PLC team based?

Valley View Elementary

Who is/was in your group? Please provide names of your team members for the purpose of finding peer contacts for future projects. If possible, please include grade or subject each member teaches, separated by commas: (i.e Chris Brown, Gr 8 math, Sue White, LST)

Variable

Response

Who is/was in your group? Please provide names of your team members for the purpose of finding peer contacts for future projects. If possible, please include grade or subject each member teaches, separated by commas: (i.e Chris Brown, Gr 8 math, Sue White, LST) | 1

(No response)

If possible, please provide a key contact person(s) who would be willing to answer questions about your project in the event that another educator or group wants to pursue a similar inquiry.

Variable

Response

If possible, please provide a key contact person(s) who would be willing to answer questions about your project in the event that another educator or group wants to pursue a similar inquiry. | Key contact

(No response)

Professional Learning Communities often take up to three years to fully mature and produce consistent results in student learning. The next 2 questions seek to determine where you feel we are on the spectrum of PLC development. Please consider the STAIRS model and following quote, and choose a category below that best describes where your team/school was situated in relation to the definition at the beginning of the year?

"An effective professional learning community has the capacity to promote and sustain the learning of all professional and other staff in the school community with the collective purpose of enhancing pupil learning." (Creating and Sustaining Effective Professional Learning Communities, Louise Stoll et al, 2005, p 181)

a developing professional learning community (nearly achieved all the steps)

Where do you feel your group fit on this continuum at the end of the year. At the end of the year our team was:

a mature/established professional learning community.

Where would you say your team is currently located on the Action Research wheel? (See Action Research model above:

6. Planning next phase

INFORMATION ABOUT YOUR PLC INQUIRY

1. Planning: What is/was your Inquiry Question?

How can we use the core competencies when we are teaching poetry?

2. To what student need are/were you responding?

Literacy and oral language and vocabulary development

3. ACTING: What actions/interventions/strategies did you or will you implement or explore?

Talking tables and Philosophy for Kids, poetry writing strategies, poetry writing strategies from Regie Routman

3a. What resources, materials, links, tools, experts, or research did you use?

Please provide details so others may easily access those same resources in their similar inquiries.

We used books by Regie Routman and the website Philosophy for Kids. We also used the link for the British Columbia core competencies.

3b. Did you co-create any new tools, assessments, resources or materials?

No

Variable	Response
i. If so, for what grade level or subject area are they best suited?	(No response)
ii. If they are accessible for other educators to use, where are they located?	(No response)

4. OBSERVING: What are/were the results of your inquiry/implementation/project?

Our students improved their sense of agency and see themselves as poets. We became aware of the importance of rich oral language and conversation.

5. What types of information/observations/data did you monitor or collect to confirm your intervention is/was working?

KWL, Writing samples

6. How did your project improve student learning? If you are just starting, in what ways do you anticipate your project will improve student learning?

Boosted vocabulary, and their ability to be descriptive, and improved their sense of self

7. REFLECTING: What are/were some of the highlights of your PLC journey so far? What worked well?

Collegiality, problem solving, opportunity to collaborate and to have conversations with your colleagues about what is working and what is not. The inquiry process took us in new directions.

8. What are/were some of the challenges? (By sharing this information, we are better able to identify needed resources, guides or solutions)

we felt restricted and confused by the guidelines and protocols of PLC

9. What might be helpful to have/know/do next time in order to improve results or move forward?

Work with similar interests outside of our school

10. What are your next steps, moving forward? (i.e. Continue on same project, adapt or expand the project or start on a new focus area/project)

Start a new focus, Expanding on Philosophy for kids, Use PLC to support aspects of imaginal learning model

Thank you for your time and for sharing your insights, resources and learning with your colleagues and the educational community.

What's next? We will keep you informed as to where the collection of responses may be accessed, ideally by late May or Early June. It was asked that we have the results of this form sorted into a key-word searchable format, which requires working with IT to develop an appropriate platform or platforms. Themes will also be pulled from the data and shared district wide. Thank you.